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By-Safran, Herbert

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Descriptors-*ADULT BASIC EDUCATION, *INSTRUCTIONAL MATERIALS, *MANUALS, TEACHING METHODS, *TEACHING TECHNIQUES

A variety of methods in instructing adults is presented in this teacher's manual which also mentions the availability of packets of instructional materials and lists the subject areas covered. To this is added comments on the background material for the adult teacher, and on the importance of aims, motivation, and development in lesson plans for adults. The book also contains detailed information on how to present lessons using buzz-groups, round robins, anecdotal stories, audiovisual aids, photocopying, filmstrips, flipcharts, and problem-solving techniques. In conclusion, it points out the advantages to be gained by adults who are successfully taught to become better members of society. (nl)

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TEACHING

SOCIAL LIVING SKILLS

ADULT BASIC EDUCATION

A TEACHER'S MANUAL

ED 022135

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY,N.Y

1968

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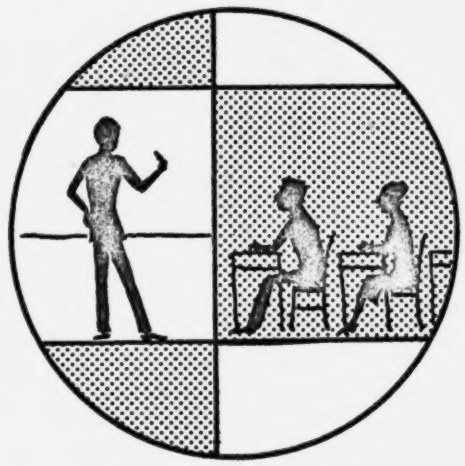
TEACHING

SOCIAL LIVING SKILLS

ADULT BASIC EDUCATION

A Teacher's Manual



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Albany, New York 12224
1968

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FOREWORD

This teacher's manual has been designed to help the instructor of adult basic education by describing in detail not only the philosophy supporting the program, but successfully-tried techniques in teaching *before* the program begins. The role of the teacher as the most important element of the program is analyzed. It is his approach to the class that is the key to a successful learning atmosphere.

Detailed lesson plans have been prepared for the teacher. They provide not only background material for a better understanding of the subject matter, but also list suggested questions that bring out the concepts stressed in the lesson plan. Numerous teaching techniques and detailed use of audiovisual aids have been discussed to enable the teacher to vary his approach to this program.

The packets of materials which have been developed are recommended as suggestions and guidelines with the understanding that teachers will need to adapt the scope and content to fit their classes. The teaching techniques explained in this manual may be used to supplement those found in the filmstrip, flipchart, and lesson plan manuals and will help both the new and experienced teacher of adult basic education.

Mrs. Nancy MacDonald, assistant principal and specialist of an EOA program in New York City, served as consultant to the Bureau in developing guidelines for the initial manuscript. The illustrations were done by John Bischof, art teacher at Albany High School.

This Bureau expresses gratitude to Alfred T. Houghton, Chief, Bureau of Basic Continuing Education, and the following members of his staff, all of whom engaged in continued review of the manual and made valuable suggestions which were incorporated into the manuscript: Harvey Johnson, Joseph A. Mangano, and Lois Matheson. Gratitude, too, is expressed to Nida E. Thomas, Chief, Bureau of Educational Integration, who serves as a consultant to this Bureau on all adult basic material being developed. The manuscript was revised and prepared for publication by Herbert Safran, Associate, Bureau of Continuing Education Curriculum Development.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education
Curriculum Development

WILLIAM E. YOUNG, *Director*
Curriculum Development Center

INTRODUCTION

This is the age of opportunity and of rapid advancement. Many new industrial developments have given rise to new and lucrative opportunities. Automation provides more leisure time, enabling the well-educated and job-secure citizen to live a fuller life. The communications media bring the world into the living room, making today's generation the most informed in the history of man.

To take advantage of the developing opportunities, individuals must be able to adjust with the times; that is, to change occupations as certain skills become obsolete and new skills are needed. The undereducated, lacking the basic educational background necessary for skill development, find fewer opportunities for employment. Already, some have accepted "welfare" as a way of life, but this is a less-than-acceptable situation in our society.

A most hopeful sign in the last few years is the concern of the under-educated adults for their education and for the education of their children. Many of these adults have come to realize that family income largely depends on the amount of education obtained. As a result, they are showing increasingly active interest in parent-teacher associations as a way of improving education for their children. Increased registration and attendance in adult basic education classes indicate a desire for self-improvement.

Not only is the undereducated adult deficient in reading, but he is also likely to be lacking in his understanding of his rights and responsibilities as a citizen, a consumer, and a parent. Frequently, his ignorance of fundamental principles of health and nutrition and his lack of emotional well-being create hazards both for him and society at large.

The problem of the undereducated is directly related to the issue of unemployment since the undereducated are the ones hired last and fired first in any of the unskilled jobs they manage to find. They lack the sound educational foundation so necessary for skill development--the foundation given in the public schools. Recognizing this, many undereducated adults are returning to the classroom. Teachers must take advantage of this definite sign of self-motivation in order to improve upon these basic education deficiencies.

ALFRED T. HOUGHTON, *Chief*
Bureau of Basic Continuing Education

MONROE C. NEFF, *Director*
Division of Continuing Education

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STRUCTURE AND PURPOSE OF PROGRAM

In planning an appropriate program for the undereducated it is necessary to provide them with the tools of communication and the information in the areas of social living skills which will alleviate some of their present problems. A child is given information over the span of years as he grows and matures. An adult must obtain his basic education in short periods of time, and, although there are gaps in this adult's informational background, all instruction must be immediately practical. The best learning takes place when the individual sees the need for what he is studying. The material presented must answer this need.

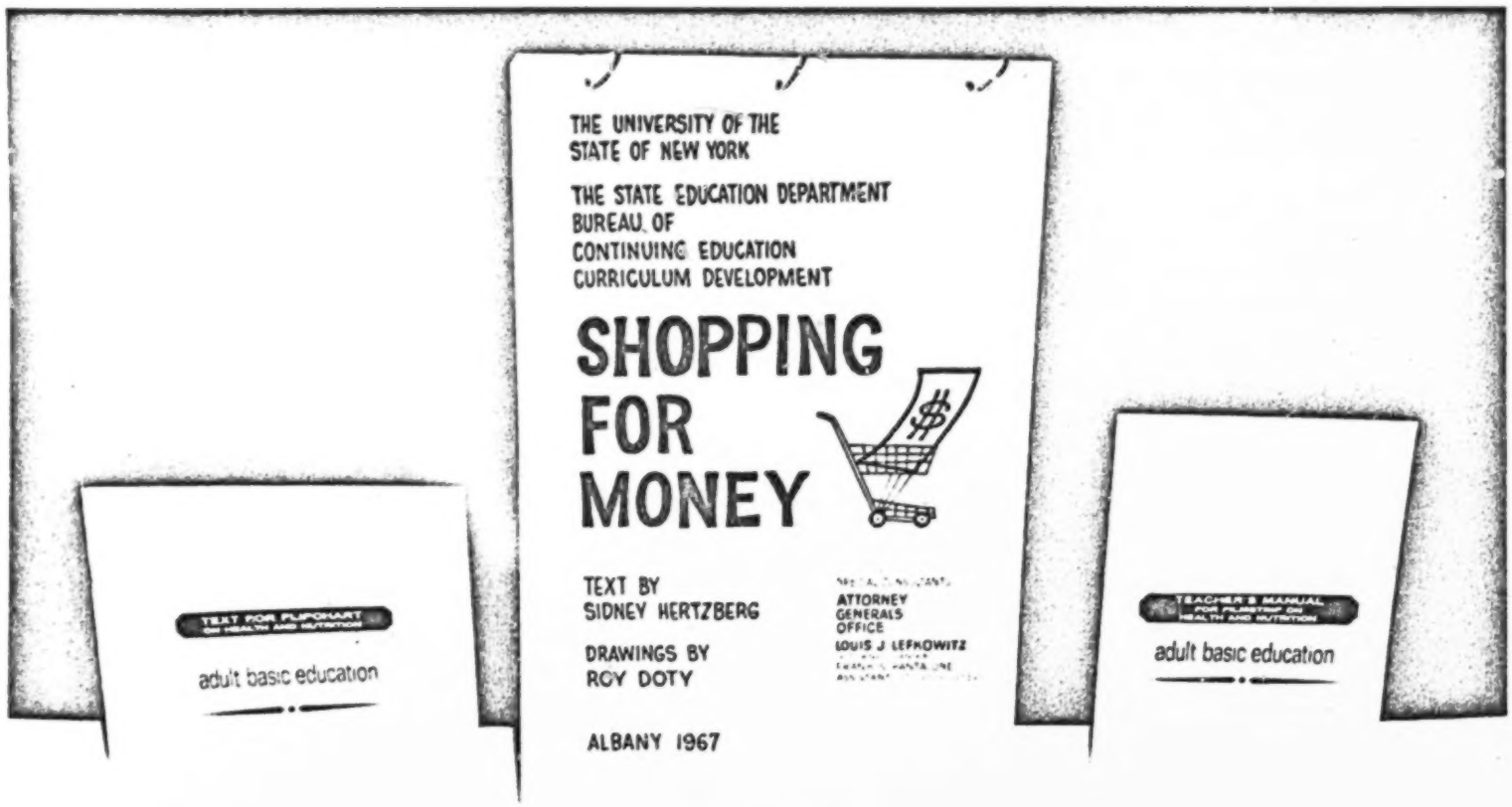
This adult basic education program cannot be structured like the elementary school program for children. Aims, materials, methods, and teaching techniques must be suitable for adults who, though undereducated, are already living in the adult world of problems and anxieties relating to work, family, and society. They need new and practical knowledge in order to live more effectively today; in short, this program must be practical and useful in their daily lives. The teacher, in the final analysis, must accord to each student the respect due from one adult to another.

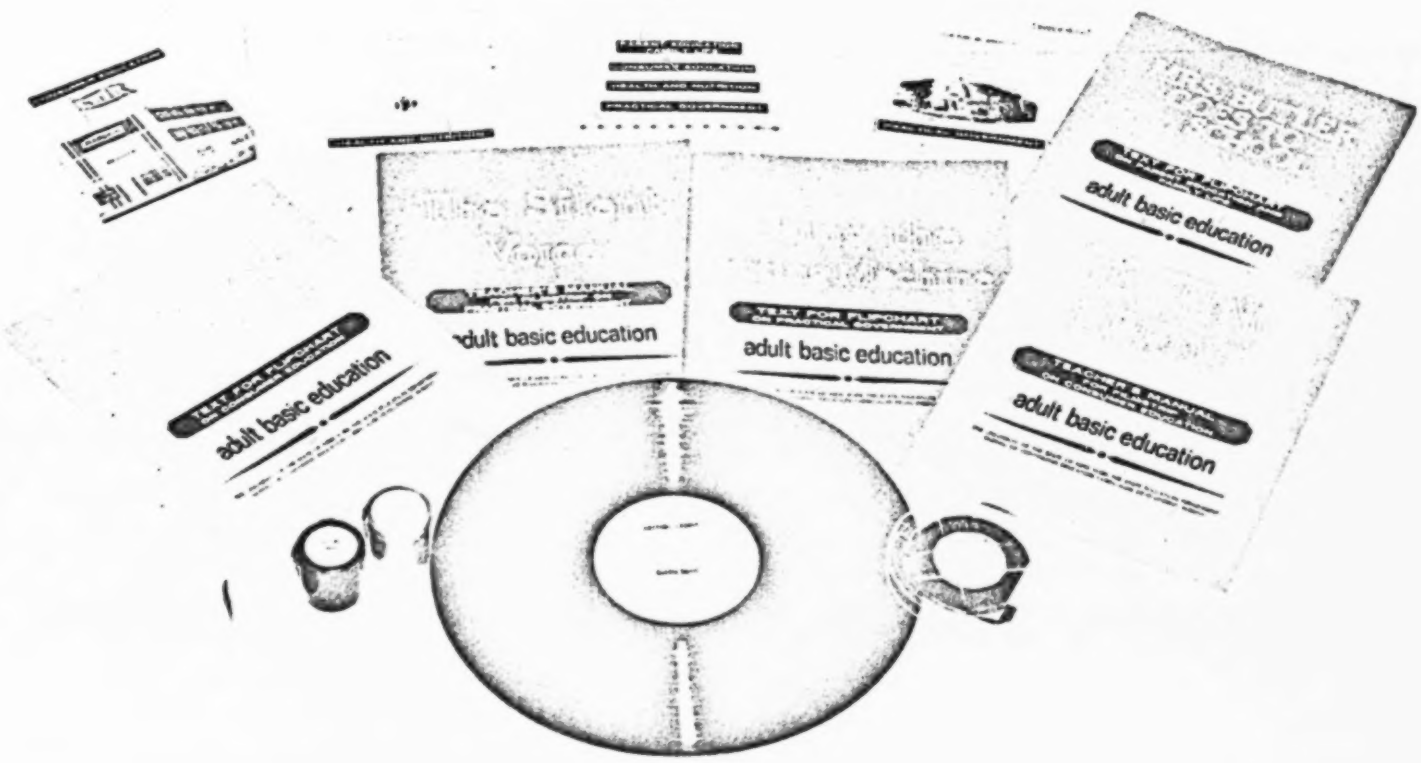
There should be introduced a variety of discussion techniques, and the use of audiovisual materials must be emphasized. The teacher should plan each unit of instruction so that adequate attention is devoted to each portion of the work. Finally, use of guidance personnel for individual and group counseling as well as extensive use of community resource people to bring variety to the instruction and firsthand information on the topic under discussion is encouraged.

The difficulty of presenting so large a body of information to adult students who lack the needed skills to read the material in these areas is challenging. It is clear that the preparation of such lessons demands a great deal of creative thinking and planning.

Because of the need for this program and because many adult basic education teachers lack the appropriate instructional materials, the Bureau of Continuing Education Curriculum Development is developing written curriculum materials in the area of the social living skills.

While the ideas for particular publications come from ABE coordinators and State Education Department personnel, the development of these materials is done by an advisory committee composed of ABE teachers, coordinators, and other experts in the specific field. Problems in the area to be developed are discussed, a possible format is outlined, and content and methodology are decided upon. Consultants knowledgeable in the fields covered, together with teachers and other specialists in the area of adult education, are invited to the State Education Department to write up the materials.





SOCIAL LIVING SKILLS MATERIALS. A display of some aids that have been developed by the Bureau of Continuing Education Curriculum Development for teachers of adult basic education

ORGANIZATION OF THE SOCIAL LIVING SKILLS MATERIALS

Contents of Packets

The materials included in the four sets of packets contain these major items in each packet:

- Ten separate teacher lesson plans with background information for the teacher contain a suggested step by step approach to the lesson.
- Worksheets A and B are different for *each* of the 10 lessons. Student Worksheet A (nonreaders) and Student Worksheet B (readers) are to be duplicated for the students. Both are used to reinforce the aims of a lesson.
- A filmstrip and accompanying teacher's manual serve to assist teachers in preparing other lesson presentations. Suggested ways to use the filmstrip and questions to stimulate class discussion are included.
- A flipchart and accompanying manual are intended as another approach or supplemental aid to the lesson development.
- Class sets of 25 recording disks are enclosed for distribution to class members at the completion of the unit so they may take them home to share with their families the information dealing with the social living skills that are stressed in the materials.

The Subject Areas

The subject areas included in the social living skills materials are:

- *Consumer Education* - designed to help the wage earner spend his money more wisely and to alert him to the high cost of credit
- *Health and Nutrition* - designed to acquaint the undereducated adult with the availability of health services and to have him develop an understanding of the importance of a well-balanced diet
- *Parent Education and Family Life* - designed to assist parents to become more effective in their role as parents
- *Practical Government* - designed to improve the individual's understanding of his government's responsibilities to him and his obligations to his government

THE TEACHER'S ROLE

Successful teaching in any classroom is a skill that develops from a sound basis in theory and experimentation to one of practical experience. In the adult basic education classroom, the teacher must present information in a manner that is meaningful to the learner. This manner is the teacher's approach to the subject and to the class. His methodology and personality are key features in sharing the knowledge he has to disseminate. The presentation of this information requires a teacher who possesses concern for his students' welfare and a willingness to give of himself. *The foundation of the quality of any instructional program rests basically with the sincerity and efforts of the teacher.*

It is essential that, although there is a group of learners in his class, the teacher keep in mind that each is an individual with varying needs, feelings, attitudes, and aspirations. The professional teacher is sensitive to these needs.

The teacher, above all else, must establish a good working relationship (rapport) with his class. This can be done in a number of ways. One of the most successful methods has been talking with the various groups on a more informal level before class, during the "breaks," and at the end of the class period. It is essential to know that the teacher must at all times present himself as an honest person in his discussions with the class members. Although people in adult basic education classes may not have a high level of academic development, they can easily identify an insincere teacher, and this would do inestimable harm to the program generally and the teacher would very shortly find himself without a class.

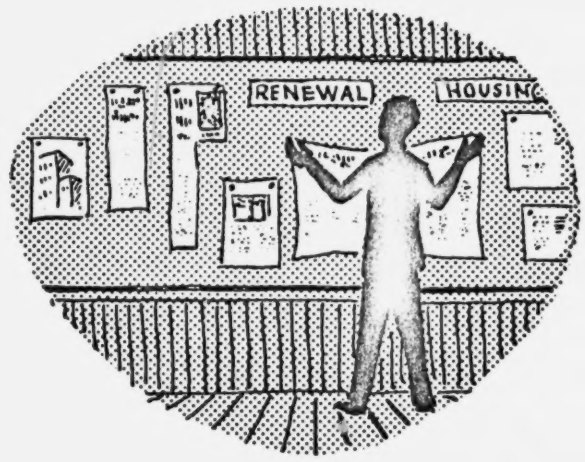
Presenting the Lesson

Just as an introduction is essential for the understanding of any written work, so is it, too, for the teaching of a lesson. The point to remember is to have the students see the reason and need for the lesson. If they can identify with the material and problems under discussion, they may become more self-motivated and this will help make a successful teaching and learning experience.

Under no conditions should a teacher plunge his students directly into the lesson without preparation and without direction. This would create a profound sense of confusion and insecurity. The student needs to be guided every step of the way, from the introduction of new material, through its analysis and study, to the writing and discussion of the student worksheet.

Teachers who show the class the importance and relevance of the materials to be presented should have little difficulty in teaching a lesson. For example, if a lesson concerns practical government, there could be a good lead-in with the subject of housing conditions in a nearby area. Such a lesson can be launched in a number of ways including the following:

- A display of newspaper articles and photos depicting poor housing conditions is a possibility. Discussion of the articles and pictures should serve to involve the students in the lesson, *and this involvement is essential in all lessons.*



- Initiate a discussion in which the students introduce to the class a housing problem about which they are familiar. The class should then be allowed to offer possible solutions or sources of help with the problem.

- The teacher may even begin this discussion by relating a personal experience concerning this area of housing problems.

The key aspect of any lesson is to involve personally each member of the group in order to make him feel that his suggestions have merit; in other words, each individual must feel as though he is an important and contributing member of that group.

THE LESSON PLANS

These lesson plans have been formulated to provide adults with skills that will enable them to be more effective citizens *today* when they need to be, not in the distant future.

Although the lesson plan usually is an entity, it does not have to be taught in just one class period, nor does it necessarily have to rely on previous lessons for its delivery as an elementary or secondary school lesson often does. There are some exceptions to this approach, however, and they include the health and nutrition series where the plans on shots and immunization ought to precede the plans on measles, tuberculosis, and venereal disease. The unit on practical government ought to have the local, state, and Federal plans done in sequence.

The lesson plan takes the following format: background material for the teacher, aims, motivation, development, summary, and, in some cases, followup activities; in addition, audiovisual aids accompany each of the four packets.

Background Material for the Teacher

The Department realizes that it is difficult for an adult basic education teacher to research data for every unit; therefore, background material of each lesson plan has been compiled for him so that he has a foundation for his presentation.

Aims

The purpose of any lesson is to provide students with a body of knowledge which will enable them to develop understandings and attitudes that will aid them in living more meaningful lives. In the adult basic education program,especially, a properly planned lesson must reflect the students' needs.

Motivation

Many of those in attendance at adult basic education classes are interested in bettering themselves and to some degree are self-motivated. The lesson plans provide a number of suggestions to arouse the student to participate actively in class. The teacher could develop additional motivational experience for his lessons by basing them on the identification of specific needs of the students and not only making the students aware of their needs, but showing them how they may satisfy those needs.

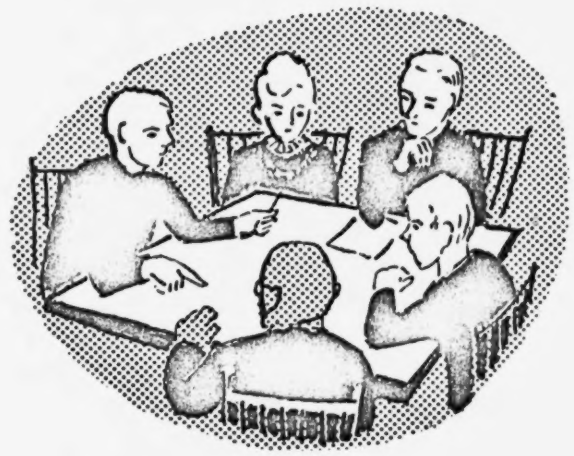
Refer again to the topic of local housing conditions. After the students have expressed interest in this area, it is now up to the teacher to focus thinking on the specific aims of the lesson. The teacher may pose a general question, e.g., "Are you satisfied with your housing conditions?" Then, as comments are made and listed on the chalkboard by the teacher, they are discussed, categorized, and evaluated by the group. This ability and the practice that it takes to verbalize a problem clearly, to compare and judge alternatives, and to plan a course of action are skills which the undereducated need to acquire. These can be developed through the exploratory aspect of the lesson. The concepts that are developing in this situation are meaningful and provide self-motivation because the students themselves have pointed out that they wish to know about these particulars. These points are essential because they have resulted in a clarification of the students' own thinking. They will further serve as evaluative instruments when the students are asked, "What did you learn from this class and how will you make use of this new knowledge?"

Development

The more methods and varied approaches used in teaching, the more class interest may be maintained. Some methods are more appropriate to one kind of learning situation than to another. It can be further ascertained that as the teacher explores new methods and experiments with new approaches to teaching, his own interest in the profession will be stimulated. (*There is a direct correlation between the degree of interest expressed by the teacher in the teaching process itself and the amount of interest and alertness maintained by the class.*) Here are just a few approaches the teacher may use with his students. None of them requires unusual technical knowledge nor do these approaches require a great deal of additional teacher preparation, but one thing they do have in common: a sincere desire on the part of the teacher to improve his students' capabilities and behavioral patterns.

Discussion Techniques

The experienced teacher realizes that each individual in the class possesses ideas and experiences which can be of value to his fellow students. He, therefore, provides opportunities for the class members to communicate these thoughts and experiences. Through discussion they develop insight and understanding from their own experiences, thus giving personal meaning to what has been read or heard. Two kinds of discussion techniques that have proven worthwhile in adult basic education classes are:



- *Buzz-group* - This method provides a means of pooling ideas and experiences, developing questions and answers.

  Have the class form into groups of four or five, select a chairman and recorder, and assign a discussion topic. Start the discussion and give the group some 5 to 10 minutes; then stop the discussion and have the recorder report the key points. Follow with a full-class discussion of the reports.

- *Round robin* - With this technique, everybody gets a chance to express his ideas, but not endlessly. Form the class into groups of four or five and arrange each group in a circle; assign a topic and a chairman who will act as recorder and timekeeper. The person on the chairman's left begins the discussion which should last just about one minute. It continues around the circle until each person has had an opportunity to talk. When the groups change back to a more formal class, the recorders summarize the main points for everybody.

Anecdotal Story

One quite effective method is reading a short sketch to begin the study of a lesson. These have already been provided in several plans. Key questions relating to this sketch have been formulated to develop the lesson.

Audiovisual Aids

Because of the need of providing the undereducated adult with basic information in the social living areas, this Bureau has produced audiovisual aids to accompany each of the four packets of materials. They include audio-filmstrips with teachers' manuals, recording disks for the students to take home for personal use with the family, and flipcharts with teachers' manuals. Although these materials enrich the development of the lessons and are used as supplemental aids to the lesson plan, the class is not wholly dependent upon their use.

The audiovisual materials that have been presented here have been prepared to serve several purposes in the lesson. They may be used to pro-

vide initial motivation or orientation to the lesson; they may be used in the lesson development; or they may be used to reinforce material studied. The value of duplicating information for the class members cannot be stressed enough. This may take four or more forms: spirit duplication, opaque projection, overhead transparency, and tracing. A careful study of the lesson plans and accompanying audiovisual aids will indicate to the teacher how he may wish to use these materials.

Teachers may wish to review these procedures for duplicating information to class members especially if they haven't used these aids recently:

Opaque Projection (requiring no special preparation)

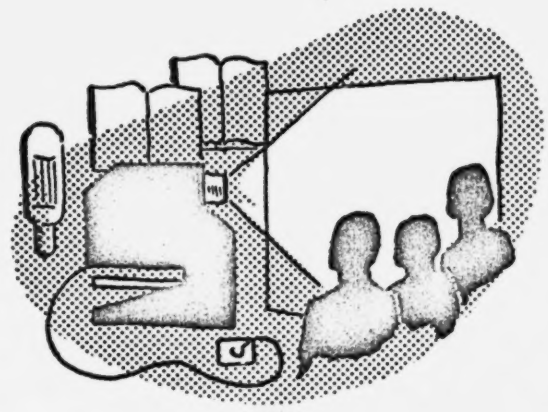
(1) Have the opaque projector, with spare bulb, and a screen if needed, delivered to the room before class.

(2) Make sure that the machine is in good working order by plugging it in and switching it on.

(3) Open the teacher's manual to the first illustration which you plan to show.

(4) Place the illustration, face side up, in the machine.

(5) Focus the machine and adjust its position for maximum coverage on the screen.



Overhead Projection

Visuals for overhead projection must be transparent. It is therefore necessary to copy the illustration on some transparent material. The following methods are suggested. They are easy and require little specialized equipment.

Tracing

(1) Use sheets of clear acetate and grease pencils (colored or plain).

(2) Place acetate sheet over the illustration.

(3) Trace the illustration.

Photocopying. (This process can only be used if the copying machine in the school office is a wet process photocopying machine and if diffusion transfer acetate film is available in your building.).

(1) Place a sheet of diffusion transfer negative paper on the illustration to be copied with the yellow side facing the page. (Negative paper is sensitive to light.)

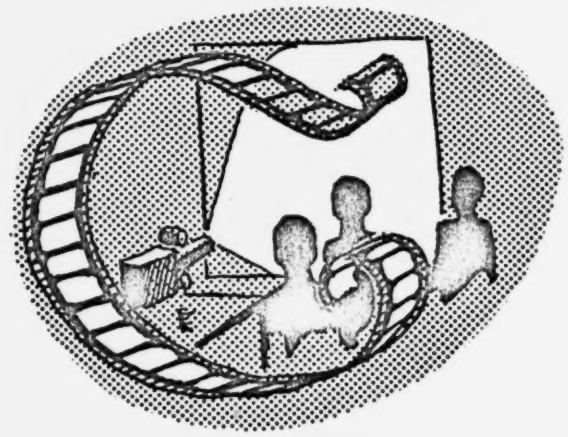
(2) Place both in the machine with the white side of the negative paper facing the light source.

(3) Set the timer. (The exact setting depends on the machine and the freshness and temperature of the chemicals.)

In addition, the manuals that accompany the filmstrips and flipcharts detail many suggestions which should stimulate discussion and clarify concepts of the lesson presented.

Filmstrip

A major advantage of a filmstrip is its flexibility. It may be shown in part or in whole, with varying speeds, and in conjunction with other teaching media.



The following material may be used by the instructor as he prepares an overall plan for the use of a filmstrip. The ideas presented here should allow for comprehensive coverage of content and efficient use of class time. Here are the steps to consider when using a filmstrip:

- Plan the presentation (organization and methods)
- Prepare equipment and materials
- Orient the class to the theme of the filmstrip (background material)
- Present the lesson
- Summarize concepts and understandings
- Evaluate knowledge acquired
- Follow up with opportunities to explore new insights

Elaboration of these steps may be found in any of the four teachers' filmstrip manuals.

Flipchart

The classroom teacher uses a flipchart for many purposes: motivation, clarification, summation, reinforcement, discussion. The illustrations in the flipchart are a concrete example of what a lesson is about. And, as the lesson progresses, the student absorbs the images. He doesn't have to recall words alone to remember what he has been taught. The illustrations become a part of him. Different approaches for the flipchart may be found in any of the teachers' manuals for the flipcharts.

It is hoped that as the teacher gains experience in teaching with these audiovisual materials, he will see the importance of developing his own media materials appropriate to the course. Furthermore, as the teacher broadens his knowledge and understanding, he will be able (1) to relate additional analogies suitable to the lesson; (2) to find appropriate visual materials; and (3) to produce his own tapes or drawings for supplemental use.

Problem-Solving Techniques

With this approach, the class might be asked to tell of a specific problem they have in their community. Two problems that the class might suggest are:

"We want to know how to get more heat and hot water into our apartments."

"We want to see our local school solve its discipline problem."

The class could then attempt to "solve" these questions, using a "scientific method" of approach:

- The problem is stated clearly.
- Possible answers to the question are offered by various members of the class and these could be written on the chalkboard and discussed at length.
- Information is gathered by:

  Visiting several places (schools, other apartment houses)
  Inviting speakers experienced in these areas to visit their class
  Viewing films on the specific areas
  Writing letters requesting additional information

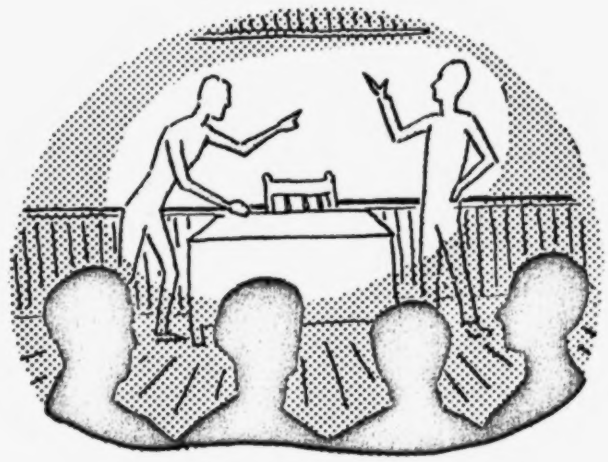
- Observations and consideration of the material are made.
- Conclusions concerning a proper course of action are developed.

- Application to the specific situation is cited.

A scientific method or other possibilities for obtaining information are broad and are only limited by the teacher's ingenuity.

If there is time, there may be committees formed from among members of the class. This will give them the opportunity for additional small group verbalization of ideas and suggestions where they are more outgoing and more open in expressing themselves.

Role Playing



This approach is suitable in situations in which an improvement in attitudes and a better understanding of a problem are the major goals.

Students are asked to play the parts of various characters involved in a specific situation; for example, a teacher-parent conference; a landlord-tenant discussion; or a housewife-door-to-door salesman encounter. Sometimes the roles are just free expressions of the students' experiences in these situations; other times, however, the highly creative teacher may provide a scenario for a plot for them to act out. One particular situation might be a teacher-requested conference with the parents of a student who refuses to do his assigned homework.

The teacher may not know that both parents work afternoons and evenings and are not home to supervise the child in any way; in fact, the parents would just as soon have their child leave school in order to go out and obtain a paying job.

The teacher has found out that the child's intelligence tests show him to be above average in ability but not working up to his capabilities. The teacher, if a conscientious individual, is interested in the welfare of his students and has requested a meeting with the child's parents.

The scene may open with the parents discussing the written request for a conference and/or the actual conference itself.

The following points are mentioned as motivational suggestions for briefing the role-playing students:

Parents

- Reasons for possible antagonism toward school and/or teacher
- Lack of benefit of continuing in school
- Poor grades

- Lure of added family income

Teacher

- Interest in child's welfare
- Hope in gaining parental cooperation
- Help parents to understand importance of education
- Discussion of boy's strengths and weaknesses

These brief dialogues are very valuable in stimulating discussion, in helping students to analyze situations, and in finding, perhaps, more appropriate ways of handling similar situations.

It is often helpful to have various students play these roles in order to present to the class different interpretations of the same circumstance. The class is then in a good position to discuss and evaluate the effectiveness of the performances. Again, this will show a practical use of the curriculum since many of the people in the class probably have these problems.

Use of Community Resources

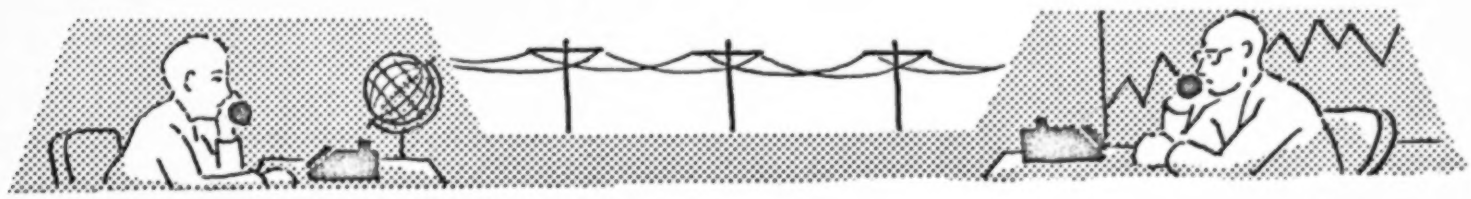
This aspect of the curriuclum encompasses a broad area of trips and visits to appropriate places as well as invitations to suitable people to come into the classroom. It is essential that this type of presentation be a part of every good adult education program. Such community involvement, however, must be planned with the total program in mind. Speakers and subject areas must be synchronized into the overall curriculum.

Perhaps it should be noted at this point concerning the selection of guest speakers that they be people who deal directly with the everyday population. That is to say, they should be such people as foremen, nurses, and employment interviewers (local concerns and State agencies). Caution is urged in asking high-level executives or company presidents unless they are directed to talk about such subject areas as low cost loans, wise borrowing procedures, simple home budgets, low cost life insurance, or the job situation in that area.

One question usually asked by the teacher is, "Whom do I ask to come to my class to speak about low cost loans? I don't know anybody who could do this."

Contact the person in charge of the adult education program and a guidance person if your school has this individual for assistance in locating people who would be competent and willing to come to your class. Other members of the staff would also be possibilities from whom to obtain names of possible resource speakers from the community.

The letter or phone call to the guest speaker should outline in some detail the information to be covered in his presentation.



In the utilization of such a prime teaching method, the following points must also be considered:

- *The need and interest* of the students concerning the information the visitor has to offer is most essential. Such subjects as those listed above have proven most effective and most useful in other basic education classes. Obviously the visit should grow out of a current topic being explored by the group. They should have already acquired some background on the subject and ought to be well-prepared with questions to which they would like answers. Thus, the speaker should come prepared to speak to the class on one area of their immediate needs; on the other hand, the class might wish to draw the visitor's attention to even more personal and appropriate problems.

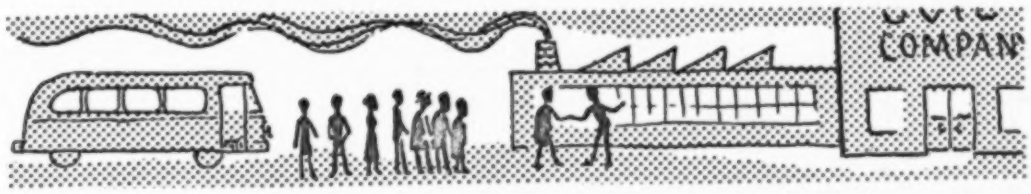
  It is preferable to have the guest speak to the class at the concluding portion of the unit under study. Perhaps the class has asked some questions that the regular teacher, for various reasons, has been unable to answer; these should be listed by the teacher and given to the speaker *before* his talk to the group in order to be sure that these points are covered and the class gets its requested information.

- *The preparation of the class* by the teacher is very important. The instructor should see that the students are informed about the speaker's position, background, and any outstanding achievements. The teacher must assume the responsibility for the room's physical arrangements--adequate seating, good lighting, microphone, if necessary, and chalkboard space. It is also helpful if the teacher can arrange a "break" immediately following the question and answer period so that the students can meet the speaker on an informal and more relaxed basis. They may wish to expand on an individual problem and his answers may alleviate many anxieties on their part.

- *Evaluation of the experience* should be held as soon as possible after the visit. The students should discuss what they have gained from this experience and what additional information they still want to acquire. They should plan a letter of appreciation to the speaker that may be written in class from a composite of ideas that have emanated from the discussion reviewing the effectiveness of the presentation.

Field Trips

The field trip's success depends wholly upon proper planning of the purposes to be accomplished. For example, the objective might be to observe the operation of a dairy or warehouse distribution center and to show how each man has a duty and responsibility to fulfill. The ones with more education and/or experience have the more complex but higher-paying jobs.



It would be imperative for the teacher to phone or write for permission to bring his class to the facility to be observed. As the date approaches, he should call to verify the time and obtain any necessary instructions from the person in charge of the institution involved.

The following points should be observed in conducting a field trip:

- The purpose of trip explained to class
- The time and day of departure
- The specific things to observe
- The guide knowing the nature of the group
- The encouraging of questions from the group
- The appreciation to the person in charge and/or guide
- The discussion of highlights and important findings of trip
- The summary of observations and evaluation at the next class meeting

Summary

This portion of the lesson plan contains a review of material covered in the lesson. In the 0-4 level, it usually takes the form of Student Worksheet A (appropriate for beginning or nonreaders and largely visual) and Student Worksheet B (for those who are more advanced in reading capabilities). It must be remembered that the undereducated adult usually is unfamiliar with this kind of exercise. The instructions should be explained and demonstrated to both groups several times. It is preferable if the teacher does the complete worksheet orally with the beginning or nonreaders, especially. The teacher ought to move around the room offering assistance and encouragement wherever needed.

In the 5-8 level, there is usually a factsheet to accompany each lesson plan. This contains basic information related to the lesson itself.

The students may take this home with them to share with their families.

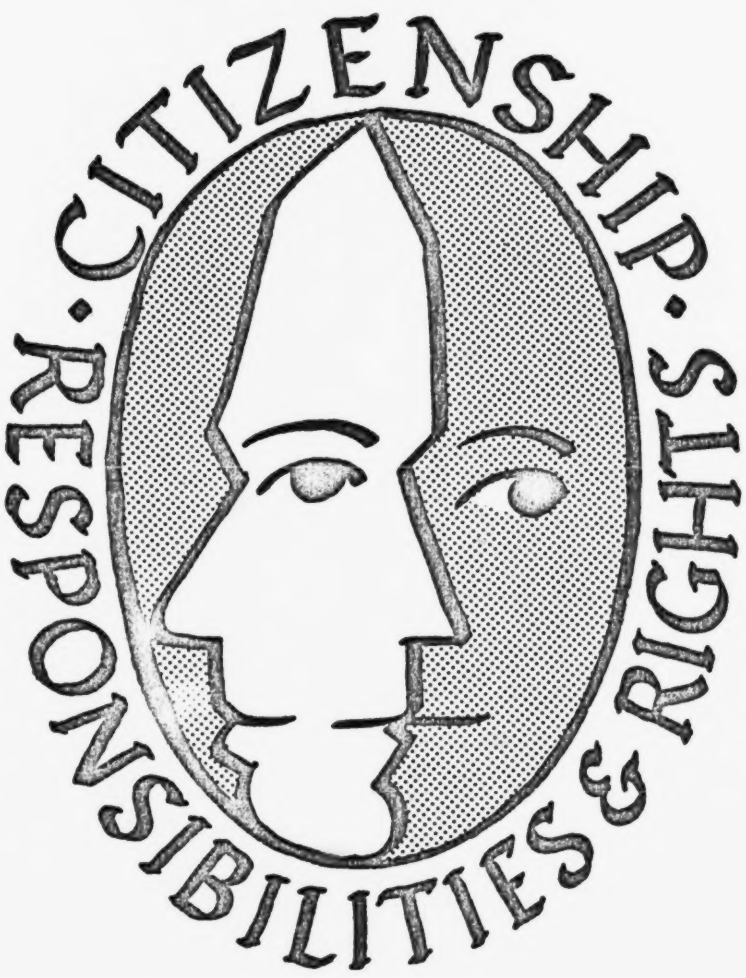
Followup Activities (Reinforcement)

These give the student an opportunity to put his newly-acquired knowledge to use. Periodically, the teacher should ask for individual experiences relating to material previously covered so as to show the relevancy of the work studied. This not only substantiates the utility of the materials to the students, but it also provides the teacher with the needed feedback of the effectiveness of the presentation.

EVALUATION OF THE SOCIAL LIVING SKILLS MATERIALS

It is hoped, too, that these packets of materials will not only provide the teacher with badly needed materials in these areas but suggest to him new teaching approaches and techniques, alert him to the value of audiovisual materials, and increase his ability to plan creatively to meet the needs of his students.

While it is possible to obtain an idea of how much of the lesson the group has retained by reviewing the worksheets, it must be noted that in the final analysis the amount the student transfers from the classroom to his everyday situation is the key evaluative feature of the program. The application of what has been learned in class is what will help the members of an adult basic education class become better members of society. When learning and behavioral changes result in the improvement of attitudes, it can be said that education had a positive influence. Thus, when the undereducated adult student spends his money with greater discernment, when he fulfills his duties to the government and understands the government's obligations to him, when he uses the resources available to him to improve and maintain his health, and when he clearly understands the importance of what he wants and expects of education and what it can do for his children, only then can these lessons be evaluated as successful.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HANDBOOKS

A Treasury of Techniques for Teaching Adults — Describes the planning and leading of adult courses, group classes, and discussion sessions.

In-Service Training for Teachers of Adults — Useful for teacher training sessions by providing specific aids to directors of adult programs.

When You're Teaching Adults — Serves as an aid for experienced teachers of adult education. A good section is found on the involvement of students in class discussion.

MANUAL

Adult Basic Education: A Guide for Teachers and Teacher Trainers — This basic text contains information on the characteristics of undereducated adults plus curricula and materials.

NAPSAE NEWSLETTER

Techniques for Teachers of Adults — This publication has 8 issues per year and provides up-to-date information for teachers of adult education.

PUBLICATIONS OF THE ADULT EDUCATION ASSOCIATION OF THE U.S.A.
1225 19th Street, N. W., Washington, D. C. 20036

PAMPHLETS

How To Lead a Discussion

How To Teach Adults

How To Use Role Playing

Leading the Learning Group

These pamphlets have been selected as valuable tools for workshops and for distribution in adult basic education programs.

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